

Marsing Jt. District #363

Owyhee County

Highway 78, PO Box 340, Marsing, ID. 83639

Phone: (208) 896-4111 Fax: (208) 896-4790

Daniel B. Arriola, Superintendent

District Characteristics 1998-99

Fall Enrollment 1998-99	673	Special Education:	
Average Daily Attendance	639	Special Education Students	94
State Ranking per ADA	63	Gifted and Talented Students	33
Number of Schools (sites):		Number of LEP Students**	190
Elementary	1	National School Lunch Program:	
Secondary	2	Average Daily Participation	451
Number of Schools:		Free and Reduced Meals	314
Approved	3	Lunch Price - Elementary	\$1.00
Approved with Merit	0	Lunch Price - Secondary	\$1.25
Approved with Warning	0	Pupil Transportation Program:	
Not Approved	0	Average Daily Ridership 1997-98	415
High School Graduates:		District Owned Operation	
High School Diplomas-Regular	39	* Certificates of Completion issued at a district level	
Other Completions*	0	** Limited English Speaking (LEP)	

Superintendent's Highlights

The 1998-99 school year was a beginning for our staff to roll up their sleeves and evaluate existing programs to meet the learning needs of our student population. With extensive discussions through building planning time and grants written to create additional revenue, staff in all buildings developed strategies and programs to improve students' reading writing skills and prepare students for our district writing assessment. Programs are also being restructured to better meet the needs of our Spanish speaking students and transient population. Our preschool program served approximately thirty 3-5 year olds each day preparing them for our kindergarten/first grade programs. Every senior passed our district writing assessment instrument with many participating in our writing labs after school hours. We are very proud of our staff and commend them for their effort and commitment to improving learning opportunities for our students.

Progress Towards Meeting District Goals

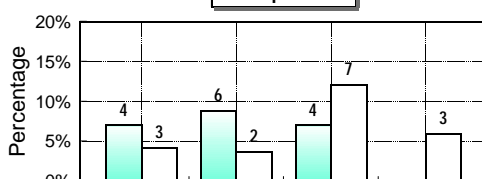
1998-99 Goals	Progress
Fulfill the commitment we made to the community to build exactly what we said we would with the passage of the bond and monitor the construction closely.	IN PROGRESS – An “Oversight” Committee was created to work with the board of trustees and monitor the new construction project. Our community will get more with the construction than previously projected.
Continue offering reading/writing labs at the middle school and high school settings after school and during the evenings.	GOAL ACCOMPLISHED – Reading and writing labs were offered to students after school in our elementary and middle schools until 6:00 p.m. In our high school, a writing lab was offered three nights a week after school to prepare students for our district writing assessment instrument.
Improve writing scores with district assessment and ITBS scores by assessing twice a year.	IN PROGRESS – All seniors passed our district writing assessment instrument in order to graduate for the 1998-99 school year. Writing improved tremendously. ITBS scores improved for many students. Restructuring programs in our elementary school to “intensify” instruction with basic skills and the English language with our K-3 monolingual students.
Teach strategies to staff to implement writing across all curriculum areas and emphasize the writing process to be used in all classrooms.	IN PROGRESS – All staff collaborating through staff planning time to develop strategies to improve the writing skills of our students.
Develop a reading assessment instrument to be included as a graduation requirement.	IN PROGRESS – The elementary school developed grade level exit standards for reading. Students will not be promoted if the reading standard for that grade has not been mastered. The middle school and high school will develop exit standards for reading during the 1999-2000 school year for grade promotion and graduation.

Student Profiles

Ethnicity

Race	Male	Female	Total
White	34.12%	29.23%	63.35%
Black	0.15%	0.89%	1.04%
Hispanic	18.99%	16.32%	35.31%
Nat. Amer.	0.15%	0.00%	0.15%
Asian	0.00%	0.15%	0.15%
Total	53.41%	46.59%	100.00%

Dropouts



Year	Grd. 9	Grd. 10	Grd. 11	Grd. 12
97-98	7.02%	8.82%	7.02%	0.00%
98-99	4.17%	3.70%	12.07%	6.00%

Numbers in graph represent actual dropout counts per grade

Financial Information 1998-99

	M & O Fund	%	All Funds	%
Revenues:				
Local Taxes	\$320,650	9.47%	\$628,710	8.45%
Other Sources	45,236	1.34%	3,178,084	42.73%
State	3,005,479	88.72%	3,113,247	41.86%
Federal	16,111	0.48%	517,390	6.96%
Total	\$3,387,476	100.00%	\$7,437,431	100.00%

Supplemental Information:

Property Tax Replacement	\$84,024
Lottery Revenues	\$29,905
Technology Grant	\$42,633

	Total	%	ADA	Rank
Expenditures:				
M & O Instruction	\$1,937,148	58.48%		
M & O Support Programs	1,375,622	41.52%		
M & O Other	0	0.00%		
Total M & O	\$3,312,770	100.00%	\$5,183	57
Total ALL Funds	\$5,772,799	100.00%	\$9,032	16

Tax Levies at 9-1-98

	Total	Per ADA	Rank
Property Market Values	\$83,612,053	\$130,813	94
Total General M & O Levies	0.003759291		38
Total District Levies	0.007381532		18

Staff Data 1998-99

District Personnel:

	FTE	ADA to FTE
Elementary Teachers	25.13	14
Secondary Teachers	18.71	15
Administrators	4.20	152
Other Certified Staff	3.66	175
Total Certified Staff	51.70	12
Total Non-Certified Staff	37.91	17

Teachers Salaries:

	Rank
Beginning Salary on Schedule	\$20,013
Highest Salary on Schedule	\$40,211
Average Elementary Teacher's Salary	\$30,721 85
Average Secondary Teacher's Salary	\$31,210 89
Superintendent's Salary	\$65,000 74

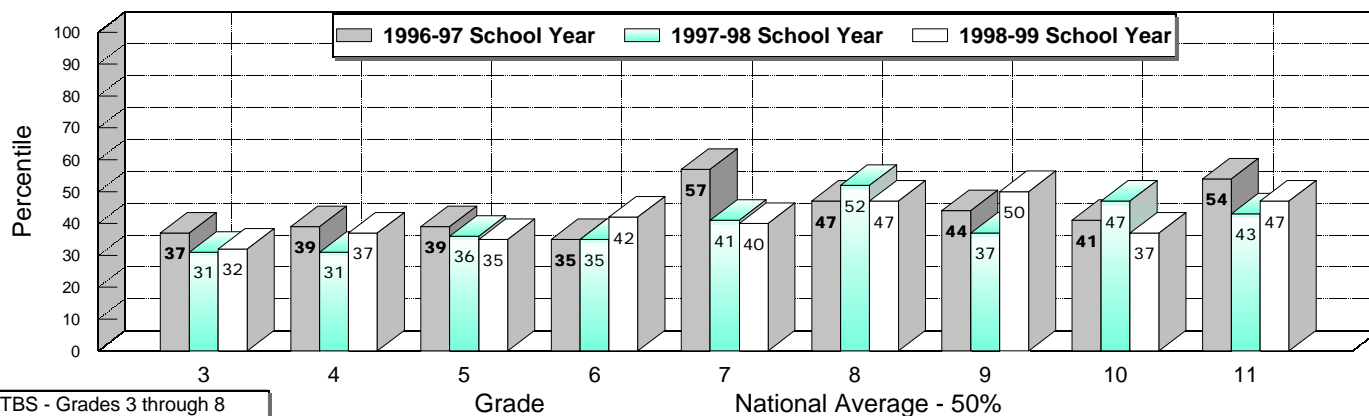
Note: Rank represents how this district compares to the other 111 public school districts in the State of Idaho; high to low (1 being the highest).



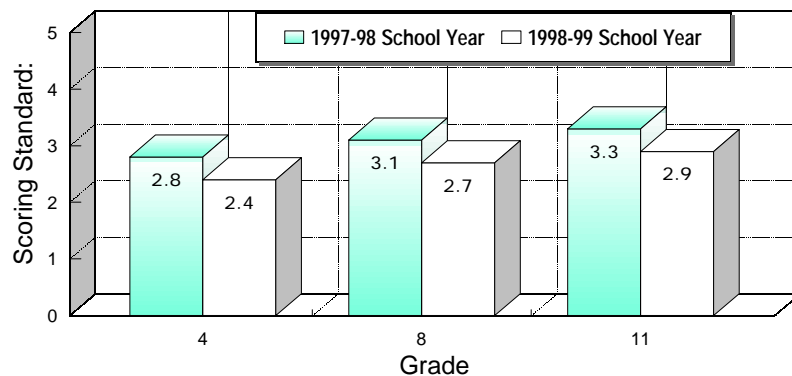
Testing Information 1998-99

Standard Testing Results

ITBS and TAP

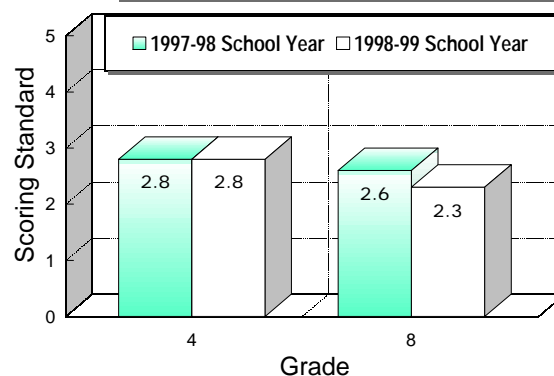


Direct Writing Assessment



Scoring Standard: 5 = Advanced, 4 = Proficient, 3 = Satisfactory, 2 = Developing, 1 = Minimal

Direct Math Assessment



Scoring Standard: 5 = Advanced, 4 = Proficient, 3 = Satisfactory, 2 = Developing, 1 = Minimal